

**SOWK 599**  
**PSYCHOPHARMACOLOGY IN MENTAL HEALTH**  
**SPRING 2007**

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**Units:** 1 unit (taught in 3 hour blocks)  
**Location:** UCC 1100B  
**Day/Time:** Saturdays, 9 a.m.-12 p.m., January 13-February 10, 2007

**I. COURSE DESCRIPTION**

To facilitate learning about the medications that clients are taking and to give a sense of different classes of medications, suggest some basic concepts about psychotherapeutic medications, and help in the building of vocabulary about medication use in clients.

**II. COURSE OBJECTIVES**

At the completion of the course the graduate student will be able to:

1. Discuss general pharmacologic principles as they relate to psychiatric medications for clients with mental health diagnoses.
2. Identify appropriate medications for clients with common mental health disorders such as: depression, bipolar illness, Anxiety, psychotic disorders.
3. Identify and describe common side effects of medications commonly prescribed to clients with mental health disorders such as: depression, bipolar illness, anxiety, psychotic disorders.
4. Explain pharmacologic non-response and how to treat "breakthrough symptoms."
5. Describe how medications are used as a tool for people diagnosed with borderline personality disorders.
6. Identify common medications used for sleeping disorders and potential for abuse of these medications.
7. Discuss the appropriate drug therapy for other types of mental health problems such as: Obsessive-compulsive disorder, eating disorders, aggression, PTSD, ADD & ADHD.
8. Using evidence-based research, provide examples in the research literature of examples of both successes and failures with psychopharmacology in mental health disorders.
9. Describe how drug therapy is useful in the treatment of schizophrenia.
10. Explain how alternative therapies such as herbs and supplements may interfere with other forms of prescribed psychotherapeutic agents.

### III. COURSE FORMAT

This course is a lecture/discussion/seminar format. Case studies will be used to illustrate successful and unsuccessful pharmacologic management of mental health disorders in clients. Class participation is an essential component of the success of this class.

### IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Course Evaluation: Class participation - 10%  
Case Study Evaluation - 45%  
Final exam - 45%

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

1. Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

2. A grade of B+ will be given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
3. A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas, and/or several significant areas requiring improvement.
6. Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## V. ATTENDANCE POLICY

Students are expected to attend all classes. **Students with more than two unexcused absences (or 6 hours absence from alternative class schedule) may risk failure.** This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

## VI. COURSE EXPECTATIONS AND GUIDELINES

In addition to regular attendance, students enrolled in this class are expected to be active participants and partners in their graduate education. Graduate students in this course cannot be passive learners. In order to be successful, active participation in class discussions, currency in all readings, and an interest in learning is required. The course will meet in 5, 3 hour sessions culminating in a final exam. Each class period will involve an interactive case analysis of the day's lecture topic with an actual case. Student participation in the case discussion and presentation is essential to the success of this course.

## **VII. REQUIRED TEXTBOOKS**

Diamond, R.J. (2002). Instant pharmacology, 2nd ed. New York: WW Norton & Co.

## **VIII. ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## IX. COURSE OUTLINE AND ASSIGNMENTS

### **Class 1: The Basics of Psychopharmacology Disorders of Depression**

Diamond, Chapters 1, 2 & 4

Sciar, David A. BPharm, PhD \*+++; Skaer, Tracy L. BPharm, PharmD \*[S]; Robison, Linda M. MSPH \*; Galin, Richard S. MD \*. Economic Appraisal of Citalopram in the Management of Single-Episode Depression. **Journal of Clinical Psychopharmacology**. 19(5) Supplement 1:47S-54S, October 1999.

Objective 1, 2, 3 & 7

### **Class 2: Bipolar Illness & Schizophrenia**

Diamond, Chapters 3 & 5

Bschor, Tom MD; Berghofer, Anne MD +; Strohle, Andreas MD ++; Kunz, Dieter MD [S]; Adli, Mazda MD \*; Muller-Oerlinghausen, Bruno MD [/]; Bauer, Michael MD, PhD. How Long Should the Lithium Augmentation Strategy be Maintained? A 1-Year Follow-up of a Placebo-Controlled Study in Unipolar Refractory Major Depression. **Journal of Clinical Psychopharmacology**. 22(4):427-430, August 2002.

Wheeler Vega, Jason A. MA; Mortimer, Ann M. MBChB, MMedSc, FRCPsych; Tyson, Philip J. MSc. Somatic Treatment of Psychotic Depression: Review and Recommendations for Practice. **Journal of Clinical Psychopharmacology**. 20(5):504-519, October 2000.

Objectives 2, 3, 7 & 8

### **Class 3: Anxiety & Sleep Disorders Non Response & Breakthrough Symptoms (Development of Algorithms)**

Diamond Chapter 6

Davies, Simon J.C. DM \*; Hood, Sean D. MBBS \*+; Argyropoulos, Spilios V. PhD \*; Morris, Kelly MBBChir \*; Bell, Caroline MD \*; Witchel, Harry J. PhD ++; Jackson, Peter R. PhD [S]; Nutt, David J. DM \*; Potokar, John P. MD. Depleting Serotonin Enhances Both Cardiovascular and Psychological Stress Reactivity in Recovered Patients With Anxiety Disorders. **Journal of Clinical Psychopharmacology**. 26(4):414-418, August 2006.

Stahl, Stephen M. MD, PhD \*; Mendels, Joseph MD +; Schwartz, Gerri E. PhD. Effects of Reboxetine on Anxiety, Agitation, and Insomnia: Results of a

Pooled Evaluation of Randomized Clinical Trials. **Journal of Clinical Psychopharmacology**. 22(4):388-392, August 2002.

Objectives 2, 3, 4, 5 & 7

**Class 4: Other types of Mental Health Disorders: Borderline Personality Disorders, Eating Disorders, Aggression, OCD, PTSD, ADD & ADHD Alternative Therapies, friend or foe?**

Diamond, Chapters 7 & 8

Gadow, Kenneth D. PhD; Nolan, Edith E. PhD \*; Sverd, Jeffrey MD +; Sprafkin, Joyce PhD \*; Schwartz, Joseph PhD. Anxiety and Depression Symptoms and Response to Methylphenidate in Children With Attention-Deficit Hyperactivity Disorder and Tic Disorder. **Journal of Clinical Psychopharmacology**. 22 (3):267-274, June 2002.

Baird, Pryor PhD, MD. The Interactive Metabolism Effect of Oxcarbazepine Coadministered With Tricyclic Antidepressant Therapy for OCD Symptoms. **Journal of Clinical Psychopharmacology**. 23(4):419-420, August 2003.

Robert, Sophie PharmD \*+; Hamner, Mark B. MD \*+; Kose, Samet MD +; Ulmer, Helen G. MSN \*+; Deitsch, Sarah E. PhD +; Lorberbaum, Jeffrey P. MD. Quetiapine Improves Sleep Disturbances in Combat Veterans With PTSD: Sleep Data From a Prospective, Open-Label Study. **Journal of Clinical Psychopharmacology**. 25(4):387-388, August 2005.

Loew, Thomas H. MD \*; Nickel, Marius K. MD \*+++; Muehlbacher, Moritz MD; Kaplan, Patrick MD ++; Nickel, Cerstin MD ++; Kettler, Christian MD ++; Fartacek, Rainhold MD +; Lahmann, Claas MD \*; Buschmann, Wiebke MD +; Tritt, Karin PhD \*; Bachler, Egon PhD [S]; Mitterlehner, Ferdinand ++; Pedrosa Gil, Francisco MD [//]; Leiberich, Peter MD \*; Rother, Wolfhard K. MD ++; Egger, Christoph MD. Topiramate Treatment for Women With Borderline Personality Disorder: A Double-blind, Placebo-Controlled Study. **Journal of Clinical Psychopharmacology**. 26(1):61-66, February 2006.

Objectives 4, 6, 7 & 9

**Class 5: Case Analyses**

Discussion of 2 multi-diagnosis cases including pharmacologic therapy

**Final Exam**